

WHAT IS *GROUP* PROBLEM SOLVING?

Problem solving is a process geared towards early intervention and prevention, using team support, strategizing, research based interventions, and collecting data to make further decisions. Problem solving begins with review of assessment data at each grade level. Teachers and other staff members review all students' MAP scores, ISAT scores, and AIMSweb CBM scores to determine each student's skills. Teams then address unique needs requiring intervention or acceleration. Using a *Response to Intervention* model (RTI), students may be placed within three tiers of intervention, dependent on a student's unique needs.



WHAT IS THE GOAL OF PROBLEM SOLVING?

The goal of the problem solving process is to address concerns early and to teach the student missing skills in order to promote student success. Special Education services are only considered when the data suggests that other interventions are not working.

WHAT IS *INDIVIDUAL* PROBLEM SOLVING?

The problem solving process unites parents and staff members in a process to support individual student success at school. For students whose needs require individualized planning, an individual problem solving meeting will be scheduled with you.

HOW DOES IT WORK?

When a teacher has concerns about a student, they will involve the parents, the student, and other relevant individuals who can contribute to the problem solving process. Through data collection, problem solving discussions, and planning, interventions will be developed and implemented to assist the student. The student's progress will be collected. The problem solving team will meet to determine if the intervention is working.

The team will set up a plan to measure the effectiveness of the intervention. This plan involves progress monitoring throughout the implementation of the intervention to determine its effectiveness. Decisions regarding the success of the intervention are determined after enough data has been collected which may take from six to twelve weeks in order to provide adequate information. We do not want an intervention to continue for any period of time if the student is not responding and making progress. The team may meet and revise or develop new interventions to address the student's needs.

WHO'S INVOLVED IN PROBLEM SOLVING FOR MY CHILD?

If the first classroom interventions (Tier 1 of an RTI model) are not successful, then more individuals may join the team to do further problem solving. This process is facilitated by the building school psychologist. A reading specialist, social worker, speech language pathologist, etc. could be involved, depending upon the student's specific needs. The goal is to have all levels of expertise available to help lend their support. We want to use all available resources to help the student succeed.

HOW ARE PARENTS INVOLVED?

Parent participation is crucial in the individual problem solving process. You bring a level of knowledge that no one else has. Parents are strongly encouraged to participate in this process so that all necessary information is available to assure student success.

